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ABSTRACT

This is one of a series of information packets developed as part of Project ACCESS to aid Colorado teachers, educational administrators, and school board members in implementing local educational improvement plans as mandated by Colorado's Educational Accountability Act of 1971. This particular information packet provides a framework for approaching evaluation, as well as a number of resources that will be helpful in evaluating program and product effectiveness. It is designed for use by educators who are not formal evaluators, but who need to conduct program and product evaluation as part of their jobs. Section 1 of the packet presents the Context, Input, Process and Product (CIPP) model, which suggests evaluation methods for all stages of program or product development from planning through summative evaluation. The model provides a number of questions that help in the identification of what needs to be evaluated and suggests how to gather information needed for decision-making. Section 2 consists of an annotated bibliography of evaluation materials. It lists resources basic to any evaluation activity, as well as a number of additional supportive materials in the area. (Author/JG)

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PROGRAM and PRODUCT EVALUATION

An Information Packet

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September, 1977

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INFORMATION PACKETS and the ACCOUNTABILITY PROCESS

The information packets currently being field tested by Project ACCESS are designed to help teachers and administrators implement the local educational improvement plans mandated by the Educational Accountability Act of 1971. In developing educational improvement plans, parents, patrons, teachers, students and administrators are called upon to identify strengths and weaknesses of existing programs and to develop a plan for acting on those needs of most concern to the local community. The Colorado Department of Education is responsible for assisting in the development of these plans and for providing information and services which will be useful to school districts as they begin to implement specific program improvements.

The information contained in this packet can be used to support different phases in the accountability process. The Colorado Department of Education believes there is a strong relation between current and critical issues in education and the accountability process. Each of the issues and the information presented within the packets can be used to assist local school districts and BOCS address their problems as they surface through the accountability process; each packet can be used as a catalyst to sort out issues and locate resources as solutions are considered to the myriad of issues facing educators today.

In developing the packets, Project ACCESS has attempted to identify resources available at the federal and state level. Although the composition of individual packets will differ, Project ACCESS has tapped a variety of resources available at the federal level. These include educational laboratories, the National Diffusion Network and ERIC Clearinghouses. Resources identified at a state level focus primarily on technical assistance available from the Colorado Department of Education.

The information packets will be disseminated through the Project ACCESS field agents who will be available to provide additional information or assistance when appropriate. The combination of the information packet and the individual assistance from Project ACCESS field agents is an attempt to organize the delivery of resources to meet local needs.

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INTRODUCTION

This information packet has been designed for administrators, school board members, legislators, project directors and Project ACCESS field agents. It provides a framework for approaching evaluation as well as a number of resources which will be helpful in evaluating program and product effectiveness. The packet was prepared in response to requests from educators who are not formal evaluators but who need to conduct program and product evaluation as part of their job responsibilities.

Section I of the packet presents the "Context, Input, Process and Product" (CIPP) Model which suggests evaluation methods for all stages of program or product development from planning through summative evaluation. The model provides a number of questions which help in the identification of what needs to be evaluated and suggests how to gather information needed for decision making.

Section II of the packet consists of an annotated bibliography of evaluation materials. It lists resources basic to any evaluation activity as well as a number of additional supportive materials in the area.

Why was the CIPP Model selected?

The CIPP Model is presented in its entirety on page 5. It was

selected for this packet because it is a comprehensive, general-purpose model for evaluating educational programs and products. The model was developed by Dr. Daniel Stuffelbeam in response to needs from the educational community to provide information for decision making in program planning, alternative decision making implementation, and for determining program success or failure. It therefore covers both formative and summative evaluation needs and can be used at any point in program development.

The CIPP models provide those individuals with little evaluation background with a simple framework from which decisions can be made. A step-by-step process for implementing the model is included with content questions that lead to the data needed to make decisions about educational programs or products.

How Does the "Context, Imput, Process Product" (CIPP) Model define evaluation?

The CIPP Model is defined in operational and process terms. The definition encompasses each of the components found in the model and stresses the model's use as a tool for decision making. Evaluation is defined as: "The process of delineating, obtaining, and applying descriptive and judgemental information; concerning some object's merit; as revealed by its goals, design, implementation, and results; and for purposes of decision making and accountability."

Several key points should be kept in mind regarding this definition. *

1. Evaluation may appropriately be used to assess a wide range of objects including programs, projects, personnel, students, courses, extra curricular activities, facilities, materials, institutions, budgets, and evaluations.

2. Evaluations yield descriptive and judgmental information about the goals, design, implementation, and results of some object.

3. Evaluation is performed in the service of decision making; hence, it should provide information which is useful to decision makers either for drawing conclusions or projecting future actions.

4. By maintaining a record of past decisions and of the information that was available to support them, evaluation also assists decion makers to be accountable for their past decisions and actions.

5. Evaluation is a cyclic, continuing process and, therefore, is best implemented through a systematic program.

6. The evaluation process includes the three main steps of delineating, obtaining, and applying. These steps provide the basis for a methodology of evaluation.

7. The delineating and applying steps in the evaluation process are interface activities requiring collaboration between evaluators and decision makers, while the obtaining step is largely a

technical activity which is executed mainly by evaluators.

8. Since evaluations provide information for making decisions that often affect people's lives, evaluations should be conducted ethically, produce technically sound information, prove useful to clients and audiences, and not cost more than they are worth.

* Quote from speech presented to International Congress on the Evaluation of Physical Education by Daniel L. Stufflebeam, June 29, 1976.

THE CONTEXT, INPUT, PROCESS, PRODUCT (CIPP) MODEL

The CIPP Model was developed by:

Daniel L. Stufflebeam
Director of the Evaluation Center
and Professor of Educational Leadership
College of Education
Western Michigan University

The following description of each component of the CIPP Model and related questions have been developed by:

Henry M. Brickell
Director
Policy Studies in Education
New York, N. Y.

PROGRAM EVALUATION MODEL

This is a comprehensive, general-purpose model for evaluating educational programs based on the "CIPP" model for evaluation:

C - Context: is any program needed?
I - Input: what are possible alternative programs?
P - Process: is the program being used?
P - Product: does the program work?

The full model will rarely be used in its entirety to evaluate any one program. Depending upon its state of maturity, a program may require Context or Input or Process or Product evaluation or perhaps two or even three of them. (Context evaluation is usually a pre-program activity cutting across many program areas rather than being a single-program evaluation activity.)

Although the parts of the model follow logically (Context, then Input, then Process, then Product) they need not be used in any strict sequence. Depending upon the status of the program to be evaluated, one or more of them could be used in any order. However, the following order is suggested:

1. Examine the section entitled, "Whether to Evaluate."
2. After the questions have been answered, a determination should be made as to whether your evaluation will be Contex Input, Process or Product.
3. Turn to the appropriate section and answer the questions provided.
4. If you are comfortable that you have chosen the proper evaluation mode, you need to turn to the section entitled, "Planning an Evaluation" and answer those questions.
5. By using this procedure suggested above, the CIPP model can be used effectively to answer your evaluation needs.

C - CONTEXT

This section of the evaluation searches for unmet needs, searches for opportunities to meet them, and searches for problems that prevent needs from being met and opportunities from being used. Equivalent terms would be "needs assessment" and "taking stock."

It answers such questions as:

- What might students be taught?
- What are the gaps between what students know and what they should know?
- What is the relative importance of these gaps?
- Which ones can be closed by a school program and which ones cannot?
- Which ones would be easiest to close?
- Which ones would be hardest to close?
- How much effort, time, and money would it take to create a new program if one is not already available?
- What kinds of people, materials, equipment, and buildings are available to design and/or generate a new program?
- What stands in the way of success?

I - INPUT

This section of the evaluation identifies and compares alternative programs which might be used in the future to meet the needs and use the opportunities located during Context evaluation. It rates programs in advance.

It answers such questions as:

- What programs are already available?
- What are the characteristics of each program:
  1. Ease of installation
  2. Ease of use
  3. Availability of materials
  4. Training requirements
  5. Initial costs
  6. Continuing costs
- What would be the acceptability of each program to:
  1. Teachers
  2. Administrators
  3. Students
  4. Parents
  5. Citizens
- What is the probable effectiveness of each program?

P - PROCESS

This section of the evaluation determines whether the schools are actually using the program selected as a result of Input evaluation. It finds whether the program is being used as intended.

It answers questions such as:

- Did administrators endorse the program, encourage the faculty, and make the necessary arrangements?
- Did teachers, librarians, counselors, paraprofessionals and others get the necessary training?
- Did the program begin on time?
- Were all materials on hand when needed?
- Were the materials used?
- Was the equipment available, maintained in working order, and used?
- Did the classroom practices resemble what the program developers recommended?
- Were problems solved promptly when they arose?

P - PRODUCT

This section of the evaluation determines whether the program is producing the intended effects. It finds whether the program is working.

It answers such questions as:

- What are the objectives of the program?*
- What is an acceptable level of student performance for these objectives?*
- Were the objectives accomplished?
- Were they accomplished for some students better than others?
- What parts of the program worked best?
- What parts of the program did not work?
- How can the cost of the program be reduced without diluting its effectiveness?
- Would the original problem recur if the program were eliminated?

---

* Ideally, this would have been determined when the program was introduced and will simply be confirmed at the time of the product evaluation.

DECIDING WHETHER TO EVALUATE

Deciding whether to design and conduct a systematic evaluation requires 1) identifying pending decisions which could benefit from formal evaluation studies and 2) establishing priorities as to which decisions are important enough to merit formal evaluation studies. The nature of the pending decision determines whether Context, Input, Process, or Product evaluation should be performed.

1. Identifying Pending Decisions

   a. What must be decided?

      1) What budgetary issues will arise?

      2) What in-service training request will come in?

      3) What new programs will be proposed?

      4) Which existing programs will be up for renewal?

      5) What textbooks will need to be replaced?

      6) What outside funds will become available?

   b. Who will make the decisions?

      1) Board of Education

      2) Administrators

      3) Principals

      4) Supervisors

      5) Teachers

      6) Parents

      7) Students

c. What questions will they want answered?

1) Is any program needed?

2) What are the alternative programs?

3) Is the program being used?

4) Does the program work?

d. When do the answers have to be ready?

2. Establishing Priorities for Evaluation

a. Which decisions would be most influenced by an evaluation?

b. Which decisions would be dominated by other factors?

1) Professional standards

2) Public expectations

3) Current contracts

4) Traditions

c. Which decisions will be made before an evaluation could be finished?

d. Which decisions could be guided well enough by soft impressions rather than by hard evidence?

e. In which cases would it cost less to make the wrong decision than to conduct an evaluation?

PLANNING AN EVALUATION

If a formal evaluation is to be made--whether Context, Input, Process, or Product--a detailed evaluation plan must be made by answering the following questions:

1. What data will be collected ?

   a) Test scores

   b) Attendance records

   c) Vandalism statistics

   d) Library circulation figures

   e) Classroom activities

   f) Opinions

2. What will be the data sources?

   a) Students

   b) Teachers

   c) Specialists

   d) Administrators

   e) Parents

   f) Employers

   g) School records

3. What instruments will be used?

   a) Nationally standardized tests

   b) Classroom observation guides

c) Interview forms

d) Questionnaires

e) Diaries

4. Who will administer the instruments?

a) Teachers

b) Paraprofessionals

c) Clerks

d) Volunteers

e) Outside agency staff

5. What will the sample be?

a) 100% of data-source population

b) A sample of % of the data-source population

1) Systematically drawn

2) Randomly drawn

3) "Convenience" sample

4) Volunteers

6. How will the data be analyzed?

a) Descriptively--To show outcomes without comparisons or relationships to other factors

b) Comparatively--To compare results for two populations or for one population at two points in time

c) Relatively--To show how one factor (such as

individualized teaching) is related to another (such as mathematics computation).

7. How will the results be reported?

   a) To Whom--Board of Education, administrators, specialists, teachers, public, students, parents

   b) When--Simultaneously or on a schedule

   c) In What Media--Announcements at meetings, brochures audio-visuals, newsletters, mass media

BIBLIOGRAPHY OF RESOURCES IN EDUCATION

This resource bibliography provides a variety of materials that can support and clarify the components of the CIPP Model. Included are considerations, statistics, assessment instruments, assessment processes, and other information which may be needed for more comprehensive or technical evaluation procedures. Most of the resources have been chosen for their clarity and ease of comprehension and use, and might be included in a basic professional library or evaluation.

BASIC RESOURCES IN EVALUATION

The first items listed in this bibiliography are resources that are basic to any evaluation undertaking.

Taxonomy of Educational Objectives, Handbook I: Cognitive Domain. Benjamin S. Bloom, Editor. David McKay Company, Inc., New York. 1956.

Taxonomy of Educational Objectives, Handbook II: Affective Domain. David R. Krathwohl. David McKay Company, Inc., New York. 1972.

Taxonomy of The Psychomotor Domain. Anita J. Harrow. David McKay Company, Inc., New York. 1972.

Besides being definitive resources in developing instructional programs and objectives, the above resources provide illustrative educational objectives and test items which can be used in developing instruments for data collection.

Handbook in Research and Evaluation. Stephen Isaac. EDITS publishers, San Diego, California 92107. 1971.

This book was prepared especially to meet the needs of the busy project director, the "occasional" researcher, the proposal writer, or a program evaluator who simply wants an overview, a summary of alternatives, an exhibit of models, or a listing of strengths and weaknesses in design and statistics. Topics include: Planning Research and Evaluation Studies, Research Designs, Methods, and Strategies, Instrumentation and Measurement, Statistical Techniques and the Analysis of Data, and Criteria and Guidelines for Planning, Preparing, Writing, and Evaluating the Research Proposal, Report, Thesis, or Article.

Handbook on Formative and Summative Evaluation of Student Learning. Benjamin S. Bloom. McGraw-Hill Book Company, 1221 Avenue of the Americas, New York, N.Y. 10020. 1971.

This book has everything you need to know about evaluation and probably more than you want to know. The handy part of the book

breaks each curriculum area down and suggests specific means and instruments to evaluate it. If you read this book cover to cover you've just become a national expert on evaluation.

School Accountability Series, James E. George and Earl L.McCallon. Learning Concepts, 2501 North Lamar, Austin, Texas 78705. 1976

The purpose of the School Accountability Series is to identify technical skills needed by practicing educators and provides technical information in a clear and concise manner. The monographs are designed for educators who have neither the time nor the inclination to pursue more comprehensive, formal instruction. The series includes:

Monograph 1 -- Selecting an Appropriate Statistical Technique

Monograph 2 -- Developing Research and Evaluation Designs

Monograph 3 -- Determining an Appropriate Sampling Method

Monograph 4 -- Planning and Conducting Interviews

Monograph 5 -- Designing and Using Questionnaires

Monograph 6 -- Understanding Educational Accountability

Monograph 7 -- Writing Successful Proposals

Monograph 8 -- Planning a Competency-Based Staff Development Program

ADDITIONAL SUPPORTIVE RESOURCES

A couple of other resources that could be valuable to you as references are:

Statistical Concepts, A Basic Program. Foster Lloyd Brown. Harper and Row, Publishers, Evanston, Illinois. 1975.

If you need to brush up on your descriptive and inferrential statistics this programmed text is one of the simplest and easiest ways of doing so. The program can be completed in five hours and reviews central tendency, measures of variability, correlation, reliability, validity, norming, significance testing, including analysis of variance.

A Practical Guide to Measuring Project Impact on Student Achievement: Number 1 in a Series of Monographs on Evaluation in Education. U.S. Government Printing Office, Washington, D. C. 1975. Stock Number 017-080-01460-2.

This guidepost attempts to address the needs of project directors and evaluators and deals with only one central aspect of project evaluation, measuring cognitive achievement gains. The entire focus is on obtaining as clear and unambiguous an answer as possible to the question, "How much more did pupils learn by participating in the project than they would have learned without it?" The monograph deliberately avoids exotic designs and focuses instead on five basic models which appear feasible to implement in real-world settings Section II describes twelve common hazards in evaluation, the problems they create, and ways in which the problems can be avoided.

Program/Project Evaluation Guide. Dr. James Kiefert and Dr. Arthur Maser. Bureau of School Service and Research, University of Washington, University of Washington Press. 1977.

The purpose of this guide is to reduce the effort necessary for the evaluation of educational programs. It takes the participant through the steps necessary to plan an evaluation of a school program. Particularly valuable are the data collection instruments and procedures, data processing plan, monitoring plan, and reporting plan. Cheryl Chase with Project ACCESS has a copy for your review.

TECHNICAL RESOURCES

If after reading the resources already mentioned you have an insatiable interest in evaluation and want to explore the more technical aspects of program and product evaluation, the following resources are recommended. Each resource contributes an important theory or concept to the evaluation field and can serve well the program director or evaluator who needs technical support for program evaluation decisions.

Educational Evaluation: Theory and Practice. Blaine R. Worthen and James R. Sanders. Charles A. Jones Publishing Company, Worthington, Ohio. 1973.

This book can be used as a basic text in educational evaluation and serves also as a reference for professionals in evaluation of educational practices. One of the best presentations of various evaluation models is given along with possible applications of each model.

Handbook of Evaluation Research, Volumes 1 and 2. Edited by Elmer L. Struening and Marcia Guttentag. SAGE Publications, Inc., 275 South Beverly Drive, Beverly Hills, California 90212. 1975.

These books provide guidance in the theory and practice of evaluation research. Volume 1 emphasizes conceptualization and design strategies. It provides guidance in exploring the choices of measures to use, selecting and maintaining a sample, selecting personnel, and maintaining collection standards. At the end is a selective bibliography of evaluation methodology. Volume 2 utilizes the techniques of evaluation research on selected content areas. It examines the values, politics and cost-benefit factors unique to evaluation research. At the end is a cumulative bibliography covering all works cited in the study.

Educational Evaluation and Decision Making. Stufflebeam, Foley, - Gephart, Guba, Hammond, Merriman, and Provus, PDK National Study Committee on Evaluation. F.E. Peacock Publishers, Inc., Itasca, Illinois. 1971.

This book is organized to be responsive to four objectives

concerning educational evaluation and decision making: 1) to expose five problem areas: definition, decision making, values and criteria, administrative levels and the research model 2) to identify and evaluate approaches to dealing with these problem areas 3) to develop a new definition and method of evaluation 4) to provide operational guidelines for implementing the proposed new approach.

Evaluating Educational Programs and Products. Edited by Gary D. Borich. Educational Technology Publications, Englewood Cliffs, New Jersey 07632. 1974.

A handbook approach was used in this book to provide more practical information concerning the planning and executing of effective program and product evaluation. This book divides the evaluator's work into: establishing perspective, planning evaluation, and analyzing data. It then identifies specific procedures appropriate for these areas.

Evaluating Educational Performance: A Sourcebook of Methods, Instruments and Examples. Edited by Herbert J. Walberg. McCutchan Publishing Corporation, 2526 Grove Street, Berkeley, California 94704. 1974.

The twenty-four contributors to this book have addressed a variety of issues. Among them are needs assessment, teacher evaluation, evaluation of instructional media, observation and rating instruments designed to assess teaching and learning processes, and standardized test correlates of heredity, home, environment, and schooling. The book suggests evaluation techniques aimed at reform rather than evaluation.

A Guide For Selecting Statistical Techniques For Analyzing Social Science Data. Frank M. Andrews, et al. Published by the Institute For Social Research, The University of Michigan, Ann Arbor, Michigan 48016. 1976.

Written on a flow-chart format this Guide's intent is to help the data analyst select appropriate statistics for the purposes of a particular analysis. Appendices include references, additional statistical techniques and information concerning OSIRIS III, a complete software system which computes statistics.

The following papers in the Research, Evaluation and Development Paper Series are available at the prices stated below:

- The Status of Research on Models of Product Development and Evaluation. By Nick L. Smith and Stephen L. Murray, Northwest Regional Educational Laboratory. $1.50 per copy (806-5201)

- Techniques and Procedures for Formative Evaluation. By James Sanders, Northwest Regional Educational Laboratory and Donald J. Cunningham, Indiana University. $3.00 per copy (806-5202)

- A Look at the Mosaic of Educational Evaluation and Accountability. By Blaine Worthen, Northwest Regional Educational Laboratory. $2.50 per copy (806-5203)

- The Administrator-Researcher Interaction: The Conduct of Cooperative Research. By Stephen L. Murray and Nick L. Smith, Northwest Regional Educational Laboratory. $1.50 per copy (806-5204)

- Pre-product Evaluation: What to do While Waiting for the Product. By Nick L. Smith, Northwest Regional Educational Laboratory. $1.50 per copy (806-5205)

- A Prescriptive Model of Development or Evaluation: Some Needed Maturity. By Cecil Clark, Brigham Young University. $2.50 per copy (806-5206)

- Some Tasks and Competencies Frequently Required in Educational Research and Evaluation. By Blaine Worthen, Northwest Regional Educational Laboratory. $2.50 per copy (806-5207)

- The Use of Multiple Strategies in the Evaluation of Experience-Based Career Education. By Thomas R. Owens, Joseph F. Haenn and Harry L. Fehrenbacher, Northwest Regional Educational Laboratory. $2.50 per copy (806-5208)

- The Use of Student Case Study Methodology in Program Evaluation. By Harry L. Fehrenbacher, Thomas R. Owens and

Joseph F. Haenn, Northwest Regional Educational Laboratory. $2.50 per copy (806-5209)

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If you are sometimes confused by terminology used in educational evaluation and statistics, the Test Service Notebook No. 13 entitled, A Glossary of Measurement Terms, would be a good resource to have by your side. Write:

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Harcourt, Brace and Jovanovich, Inc.
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New York, NY 10017

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The Bobbs-Merrill Co., Inc., 4300 West 62nd St., Indianapolis, Indiana 46268

Bureau of Educational Research and Service, University of Iowa, Iowa City, Iowa 52240

California Test Bureau, Del Monte Research Park, Monterey, CA 93940

Committee on Diagnostic Tests, Inc., Mountain Home, NC 28758

Consulting Psychologists Press, 577 College Ave., Palo Alto, CA 94306

Educational Test Bureau, 120 Washington Ave SE, Minneapolis, MN 55414

Educational Testing Service, Princeton, NJ 08540

Ginn & Company, 191 Spring St., Lexington, MA 02173

Guidance Testing Associates, 6516 Shirley Ave., Austin, TX 78751

Harcourt Brace Jovanovich, Inc., 757 Third Ave., NY 10017

Houghton Mifflin Co., 110 Tremont St., Boston, MA 02107

Language Research Associates, 950 E. 59th St., Chicago, IL 60630

Lyons & Carnahan, 407 E. 25th St., IL 60616

The Mills Center, 1512 E. Broward Blvd., Fort Lauderdale, FL 33301

The Psychological Corp., 304 E. 45th St., NY 10017

Scholastic Service, 480 Meyer Road, Bensenville, IL 60611

Science Research Assoc., Inc., 259 East Erie St., Chicago, IL 60611

Teachers College Press, Teachers College, Columbia University, 525 W. 120th St., NY 10027

Western Psychological Services, 12035 Wilshire Blvd., Los Angeles, CA 90025

Winter Haven Lions Research Foundation, Box 112, Winter Haven, FL 33880